Literature (Inquiry Circles)

**Literature Circles**

Literature circles are a strong classroom strategy because of the way that they couple collaborative learning with student-centered inquiry.

Students learn to take responsibility for their own learning, and this is reflected in how effectively they make choices and take ownership of literature circle groups. The students take charge of their own discussions; hold each other accountable for how much or how little reading to do, and for the preparation for each session.

The traditional literature circle roles are:

|  |  |
| --- | --- |
| **Literature Circle Jobs** | |
| **Title** | **Tasks** |
| **DISCUSSION DIRECTOR** | Creates questions to increase comprehension  Asks who, what, why, when, where, how, and what if |
| **VOCABULARY ENRICHER** | Clarifies word meanings and pronunciations  Uses research resources |
| **LITERARY LUMINARY** | Guides oral reading for a purpose  Examines figurative language, parts of speech, and vivid descriptions |
| **ILLUSTRATOR** | Draws a picture related to the reading  It can be a sketch, cartoon, diagram, flow chart, or stick-figure scene. |
| **CONNECTOR** | Makes connections between self, texts, and the world |
| **SUMMARIZER** | Prepares a brief reading of the day’s reading |

**Inquiry Circles**

Very similar to Literature Circles – the addition being the inquiry piece

This is an excellent model for small group instruction using non-fiction texts. Students working in the same area of an inquiry unit are grouped together. During each Guided Inquiry session students work independently on tasks that prepare them for the group discussion of the topic at hand. These are called task jobs and each member of the circle has a specific job to do before the meeting.

As with literature circles, each student in the group takes on a different job. The idea is that each student learns how to do each of the jobs, being responsible for only one at a time until all are proficient at each task. In inquiry circles each task represents once aspect of inquiry that students need to learn. Prior to an inquiry circle students prepare for their parts. When the group comes together, they have a host of ways to look at one text or source of information,

|  |  |
| --- | --- |
| **Inquiry Circle Jobs** | |
| **Title** | **Tasks** |
| **WORD HUNTER** | Finds key words and definitions |
| **EVALUATOR** | Evaluates the source |
| **MESSENGER** | Summarizes big ideas and main points |
| **QUIZ KID** | Raises questions |
| **CONNECTOR** | Makes connections between self, texts, and the world |
| **NOTE TAKER** | Takes specific notes on content |
| **IMAGE MAKER** | Creates a visual scheme of the ideas (flow chart, graphic organizer, drawing) |
| **INTERPRETER** | Asks, “What does it mean?” and “Why is it important?” |